



## **STATE OF COLORADO**

### **CLASS SERIES DESCRIPTION**

**July 1, 1999**

#### **PARK MANAGER**

H6P1TX TO H6P6XX

#### **DESCRIPTION OF OCCUPATIONAL WORK**

This class series uses six levels in the Professional Services Occupational Group and describes work in managing one or more state parks or recreational areas. The work includes the planning, coordinating, directing, and evaluating of services provided in a park(s). Positions directly supervise others who perform park operations services. Recreational services provided include, but are not limited to, such things as fishing, boating, swimming, camping, picnicking, hiking, climbing, nature/wildlife viewing, and land-use permits for concerts or large gatherings. The work entails budget preparation and justification; facility and equipment maintenance, repair, and purchase; expenditures control; and administration for such things as fees and licenses, permits, reports, and habitat or facility improvements. The work also includes providing, or contracting for, custodial services and trash collection, safety and enforcement of regulations, rescue services, communications for emergencies, concessions, or inter-agency cooperative agreements.

Although law enforcement is not the primary purpose of this occupation, by statute CRS 18-1-901, positions have peace officer status with specific authorities found in agency supporting statutes, CRS 33-15-101, and director's delegations.

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#### **PARK MANAGER I**

H6P1TX

#### **CONCEPT OF CLASS**

This class describes the first level. Positions in this level attend formal academy-type training and then are under the direct supervision of a training supervisor or a higher level park manager for on-the-job training. Positions learn the application of the principles and theories of park and recreation management, habitat preservation or enhancement, and the policies, regulations, and guidelines

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appropriate to their prospective jobs. Positions entering this class are not yet commissioned as peace officers.

### **FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** -- The decisions regularly made are at the defined level, as described here. Within limits prescribed by the operation, choices involve selecting alternatives that affect the manner and speed with which tasks are carried out. These choices do not affect the standards or results of the operation itself because there is typically only one correct way to carry out the operation. For example, positions decide how to organize their own activities to accomplish the tasks assigned in monitoring park usage and checking permits or licenses. These alternatives include independent choice of such things as priority and personal preference for organizing and processing the work, proper tools or equipment, speed, and appropriate steps in the operation to apply. By nature, the data needed to make decisions can be numerous but are clear and understandable so logic is needed to apply the prescribed alternative. Positions can be taught what to do to carry out assignments and any deviation in the manner in which the work is performed does not change the end result of the operation. For example, positions decide their own priorities for following up on complaints or responding to loud, boisterous activities; but the end result, ensuring compliance with park rules and regulations, remains the same.

**Complexity** -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study daily park operations to determine what it means and how it fits together in order to get practical solutions in the form of solutions to problems or complaints. Guidelines in the form of park administrative and operational rules and procedures exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying circumstances as the task or problem is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. For example, positions select the appropriate citation or activity suspension based on park regulations and policies.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of physically restraining and arresting citizens as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. For example, positions issue citations for violations of park regulations and may detain violators.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

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**PARK MANAGER II**

H6P2XX

**CONCEPT OF CLASS**

This class describes the second-level park manager. Positions in this level monitor segments of park operations in such areas as boating and fishing, camping, swimming, climbing, nature walks, picnicking, etc., by patrolling park areas, identifying problems or violations, resolving disputes or complaints, and enforcing regulations and laws. Positions answer questions from visitors, provide information and directions, and conduct educational lectures or walks. Positions monitor maintenance and cleanliness and request assistance to solve problems in these areas. Positions may provide rescue service and emergency first aid following accidents. Positions prepare and submit operational reports on activities and incidents to supervisors. Positions in this class typically supervise seasonal employees who perform fee collection, life guard service, custodial work, maintenance activities, or other park operations. This class differs from the Park Manager I class in the Decision Making factor and possibly in the Line/Staff Authority factor.

**FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making --** The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. For example, in handling large parties, positions decide the limits of activities and how to control parking or traffic. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. For example, positions decide their reactions to emergencies, such as lost children, by the staff and equipment resources available and the specified agreements with local search and rescue jurisdictions.

**Complexity --** The nature of, and need for, analysis and judgment is patterned, as described here. Positions study reservation information or park activity information to determine what it means and how it fits together in order to get practical solutions in the form of schedules for seasonal employees. Guidelines in the form of park rules and regulations exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. For example, based on park activities occurring simultaneously, positions choose the limits on requests for additional educational programs.

**Purpose of Contact --** Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of physically restraining and arresting citizens as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. For example, positions write citations and may detain violators of regulations or laws.

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**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as an individual contributor, a work leader, or a unit supervisor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team.

**OR**

The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and work flow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours.

**OR**

The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions, typically seasonal workers. Positions supervised must be performing work related to park operations, enforcement, or maintenance. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

### **PARK MANAGER III**

H6P3XX

#### **CONCEPT OF CLASS**

This class describes the third-level manager. Positions in this level establish how park operations will be conducted and supervise park employees in carrying out these operations. The work includes the oversight of a complete segment of a park operation or program such as entrance and fee collection, maintenance and repair of facilities and equipment, grounds and habitat preservation, or law enforcement. Positions supervise other managers and/or seasonal park employees and take actions which can affect their pay, status, or tenure. This class is also used as a trainee level for managing all segments of park operations. This class differs from the Park Manager II class in the Purpose of Contact and Line/Staff Authority factors.

#### **FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

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### **PARK MANAGER**

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**Decision Making** -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the park operations will be completed. For example, in handling large parties, positions decide the limits of activities and how to control parking or traffic. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. For example, positions decide their reactions to emergencies, such as lost children, by the staff and equipment resources available and the specified agreements with local search and rescue jurisdictions.

**Complexity** -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study daily park operations to determine what it means and how it fits together in order to get practical solutions in the form of solutions to problems or complaints. Guidelines in the form of park administrative and operational rules and procedures exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying circumstances as the task or problem is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. For example, positions select the appropriate citation or activity suspension based on park regulations and policies.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of both of the following:

Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format. For example, positions provide lectures to special interest groups to clarify their understanding on regulations protecting the environment or to publicize efforts to preserve recreational opportunities for others.

Physically restraining and arresting citizens as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. For example, positions write citations and may detain violators of regulations or laws.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. Positions supervised must be performing work related to park operations, enforcement, or maintenance; and one FTE of which must be in this class series or at a comparable level which may include seasonal commissioned rangers. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

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**PARK MANAGER IV**

H6P4XX

**CONCEPT OF CLASS**

This class describes the fourth-level park manger. Positions in this level plan and oversee the operation of a park(s) by establishing the park operating processes to be used by others. Positions in this class have responsibility for operating budgets, assigned personnel, and programs approved by higher managers. Within these guidelines, positions direct, or contract for, recreational services to fit the needs of programs approved by higher level park managers. Positions coordinate services with other parks to share costs or with local agencies for mutual support. This class differs from the Park Manager III class by its Decision Making, Complexity, and Line/Staff Authority factors and possibly on the Purpose of Contact factor.

**FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. For example, within the recreational programs approved for a park, positions decide the processes for park-wide operations in such areas as what improvements need to be made to facilities and grounds, how fees will be collected, or how special permits will be reviewed and approved. The general pattern, park program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. For example, positions analyze park use patterns and recreational models that are more efficient so they can decide where to shift resources between education and law enforcement. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

**Complexity** -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of recreation theories and land use concepts and principles in order to tailor them to develop a different approach or tactical plan to fit specific recreational use circumstances. For example, to provide new wildlife viewing opportunities, positions formulate park access guidelines from general policies on access and land use. While general park and recreation policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. For example, positions modify similar rules when planning for events.

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**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of at least two of the following:

Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format. As an example, positions develop educational material or brochures to publicize recreational opportunities available in a park.

Physically restraining and arresting citizens as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. For example, positions may detain visitors for park violations.

Negotiating as an official representative of one party in order to obtain support or cooperation where there is no formal rule or law to fall back on in requiring such action or change from the other party. Such negotiation has fiscal or programmatic impact on an agency. In reaching settlements or compromises, the position does not have a rule or regulation to enforce but is accountable for the function. As an example, positions negotiate terms of concessionaire contracts.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as an individual contributor or a work leader. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team.

### **OR**

The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and work flow, checking the product, scheduling work, and establishing work standards. At least one FTE of the positions directly supervised must be in this class series or at a comparable conceptual level. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

### **PARK MANAGER V**

H6P5XX

### **CONCEPT OF CLASS**

This class describes the fifth-level park manager. In addition to the work described in the Park Manager IV class above, positions in this level have additional negotiating responsibilities for park services and operations and fully supervise three or more full time equivalent positions including actions that affect the subordinates' pay, status, or tenure. This class differs from the Park Manager IV class in the Purpose of Contact and Line/Staff Authority factors.

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#### **FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. For example, within the recreation programs approved for a park, positions decide the processes for park-wide operations in such areas as what improvements need to be made to facilities and grounds, how fees will be collected, or how special permits will be reviewed and approved. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. For example, positions analyze park use patterns and recreational models that are more efficient so that they can decide where to shift resources between enforcement and education. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

**Complexity** -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of recreation theories and land use concepts and principles in order to tailor them to develop a different approach or tactical plan to fit specific recreational use circumstances. For example, to provide new recreational opportunities, positions formulate park access guidelines from general policies on access, environmental impacts, and park land use guidelines. While general recreation policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. For example, positions use analogies with other land use guidelines when planning for public events.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of negotiating as an official representative of one party in order to obtain support or cooperation where there is no formal rule or law to fall back on in requiring such action or change from the other party. Such negotiation has fiscal or programmatic impact on an agency. In reaching settlements or compromises, the position does not have a rule or regulation to enforce but is accountable for the function. As an example, positions negotiate terms of concessionaire contracts.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as a work leader or as a unit supervisor. The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions directly supervised must be at the Park Manager III level or higher. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and work flow, checking the product, scheduling work, and establishing work



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standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

**OR**

The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. At least one of the positions directly supervised must be at the Park Manager III level or higher, or at a similar conceptual level in other professional classes. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

### **PARK MANAGER VI**

**H6P6XX**

#### **CONCEPT OF CLASS**

This class describes the sixth-level park manager. In addition to performing work described in the lower classes in this series, positions in this level have higher levels of responsibility for decisions on budgets, staffing, or the content of regional portions of agency master plans, and may be second-level supervisors over other unit supervisors. This class differs from the Park Manager V class on the Decision Making or Line/Staff Authority factor and possibly in the Complexity factor.

#### **FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making --** The decisions regularly made are at the interpretive level, as described here. Within limits of the strategic master plan and allocated human and fiscal resources, choices involve determining tactical plans to achieve the objectives established by the higher management (strategic) level. This involves establishing what processes will be done, developing the budget, and developing the staffing patterns and work units in order to deploy staff. This level includes inventing and changing systems and guidelines that will be applied by others statewide. As an example, positions develop budgets and staff units to provide park services within the park allocations. By nature, this is the first level where positions are not bound by processes and operations in their own programs as a framework for decision making and there are novel or unique situations that cause uncertainties that must be addressed at this level. Through deliberate analysis and experience with these unique situations, the manager or expert determines the systems, guidelines, and programs for the future. For example, positions change operations at a park to reflect changes in visitor patterns.

**OR**

The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and

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regulations established by a higher management level, choices involve determining the process, including designing the set of operations. For example, within the recreation programs approved for a park, positions decide the processes for park-wide operations in such areas as what improvements need to be made to facilities and grounds, how fees will be collected, or how special permits will be reviewed and approved. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. For example, positions analyze park use patterns and recreational models that are more efficient so that they can decide where to shift resources between enforcement and education. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system. NOTE: this level of Decision Making is used in this class only when the Complexity factor is evaluated at the Strategic level.

**Complexity** -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of recreation theories and land use concepts and principles in order to tailor them to develop a different approach or tactical plan to fit specific recreational use circumstances. For example, to provide new recreational opportunities, positions formulate park access guidelines from general policies on access, environmental impacts, and park land use guidelines. While general recreation policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. For example, positions use analogies with other land use guidelines when planning for non-traditional public events.

### **OR**

The nature of, and need for, analysis and judgment is strategic, as described here. Positions develop guidelines to implement a program that maintains the agency's mission. Guidelines do not exist for most situations. In directive situations, positions use judgment and resourcefulness to interpret circumstances in a variety of situations and establish guidelines that direct how a departmental/agency program will be implemented. For example, positions judge how to implement new programs in their region's parks.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of at least two of the following:

Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format. For example, positions educate local agencies on the intent of restrictions of land uses or to market the recreation opportunities available.

Physically restraining and arresting citizens as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. For example, positions issue citations and may detain violators.

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Negotiating as an official representative of one party in order to obtain support or cooperation where there is no formal rule or law to fall back on in requiring such action or change from the other party. Such negotiation has fiscal or programmatic impact on an agency. In reaching settlements or compromises, the position does not have a rule or regulation to enforce but is accountable for the function. For example, positions negotiate special use permits and associated contracts for services for concerts or public gatherings.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as a unit supervisor or as a second-level supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. At least one of the positions directly supervised must be at or above the Park Manager III class level or at similar conceptual levels in other professional classes. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

**OR**

The second-level supervisor must be accountable for multiple units through the direct supervision of at least two subordinate Unit Supervisors; and, have signature authority for actions and decisions that directly impact pay, status, and tenure. Elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, second level signature on performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

**ENTRANCE REQUIREMENTS**

Minimum entry requirements and general competencies for classes in this series are contained in the State of Colorado Department of Personnel web site.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

**CLASS SERIES HISTORY**

Effective 7/1/99 (KKF). Park Manager VII (H6P7) abolished as vacant. Published as proposed 4/16/99.

Revised 9/1/98 (CVC). Changed class codes due to PS Consolidation study.

Effective 7/16/94 (DLF). Job Evaluation System Revision project. Published as proposed 5/16/94.

Effective 9/1/93 (DLF). Job Evaluation System Revision project. Published as proposed 6/1/93.

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Revised 2/1/89. Changed nature of work and entrance requirements, Park Rangers and Park Managers (A6361-63, 66-68).

Revised 7/1/82. Changed grades, relationship, nature of work, and entrance requirements, Park Managers and Senior Park Ranger (A6361-64, 68).

Revised 7/2/98 (CVC). Changed class code due to PS Consolidation study.

Revised 7/1/80. Changed grade, relationship, nature of work, and entrance requirements, Regional Park Manager and Park Ranger A/B (A6364,66,67).

Revised 7/1/78. Changed grades and relationship, Park Managers (A6361-63).

Revised 5/1/78. Changed titles, nature of work, and entrance requirements, Park Rangers (A6366-68).

Revised 12/1/76. Changed entrance requirements, Park Managers (A6361-64).

Created 1/1/75.

**SUMMARY OF FACTOR RATINGS**

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Park Manager I	Defined	Patterned	Restrain	Indiv. Contributor
Park Manager II	Operational	Patterned	Restrain	Indiv. Contributor, Work Leader, or Unit Supervisor*
Park Manager III	Operational	Patterned	Clarify & Restrain	Unit Supervisor*
Park Manager IV	Process	Formulative	Clarify, Restrain, or Negotiate***	Indiv. Contributor or Work Leader*
Park Manager V	Process	Formulative	Clarify, Restrain, & Negotiate	Work Leader* or Unit Supervisor*
Park Manager VI	Interpretive or Process**	Formulative or Strategic	Clarify, Restrain, or Negotiate***	Unit Supervisor* or Manager

\*=Level of subordinate position(s) is specified.

\*\*=Complexity must be at Strategic level.

\*\*\*=Must have 2 of 3.